

EVALUATION GUIDANCE:

ACADEMIC GROWTH AND ACHIEVEMENT GUIDELINES

INDIVIDUAL GROWTH MEASURE (ISTEP+) and NON-TESTED SUBJECTS

IC 20-28-11.5-4

(c) A plan must include the following components:

(2) Objective measures of student achievement and growth to significantly inform the evaluation. The objective measures must include:

(A) student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;

(B) methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and

(C) student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.

IC 20-28-11.5-8

To implement this chapter, the state board shall adopt rules that establish:

(A) the measures to be used to determine the student academic achievement and growth under section 4(c)(2).

(B) The criteria that define each of the four categories of teacher ratings under section 4(c)(4).

Gathering and analyzing objective measures of student achievement and growth allow Indiana's educators to better instruct and serve their students. Using student data, along with other measures of teacher performance, to inform teacher evaluations can highlight great teaching happening in schools, and expose key areas of development. Valid and reliable sources of student achievement and growth, therefore, are valuable tools for those in the classroom.

Indiana law requires the State Board of Education (SBOE) to adopt rules to establish the measures used to determine student achievement and growth and the criteria that define each of the four performance level descriptors: highly effective, effective, improvement necessary, and ineffective. This document provides guidance for how the measures used to determine student academic growth and achievement may be utilized in determinations of the four performance level descriptors.

TESTED SUBJECTS

The SBOE and the IDOE have established the measure to be used to determine academic achievement and growth. The following section describes the **individual growth measure**.

Key Terms

1. **Individual growth measure** – The required primary measure of student learning for teachers of tested subjects. The measure is reported to school corporations as a value between 1 and 4. It is based on the Educator Evaluation Accountability Link.
2. **Educator Evaluation Accountability Link** – The connection that links a specific student's ISTEP+ data with a specific teacher for the purpose of including that student's ISTEP+ data in that teacher's performance evaluation. Local school corporations are responsible for determining the procedures and criteria that determine the student roster that is linked to the teacher.
3. **Primary Measure** – The measure of objective student learning that is afforded more weight than other measures of student learning included in the performance evaluation. For teachers of tested subjects, this is the Individual growth measure.
4. **Tested Subjects** – Subjects covered by a statewide assessment for which Indiana Growth Model calculations are available. Currently includes grades 4 through 8 Mathematics and English/Language Arts.
5. **Median** – The numerical value that falls in the middle of a sorted list of values.

The **individual growth measure** is based on the **educator evaluation accountability link**. School corporations will determine the process for generating student rosters that pair individual students with a specific teacher or teachers. These rosters will be reviewed and finalized at the local level prior to the start of the ISTEP+ testing window. The department will then use these rosters to calculate the **individual growth measure** for individual teachers.

Determination of the Four Performance Level Descriptors

The calculation of the **individual growth measure** will be based on the student growth percentile of the students linked to each teacher. Every student will receive a student growth percentile score of 1-99 based on performance compared to his or her academic peers. A teacher's **individual growth measure** will then be determined using the **median** value of all the students linked to the teacher. This measure is reported as a value of 1, 2, 3, or 4. The ranges for each value are as follows:

- **4** – Teachers whose students have a median growth score that with statistical certainty falls at or above 65
- **3** – Teachers whose students have a median growth score that with statistical certainty falls at or above 50 but below 65
- **2** – Teachers whose students have a median growth score that with statistical certainty falls below 50 but above 34
- **1** – Teachers whose students have a median growth score that with statistical certainty falls at or below 34.

The ranges for the four performance levels (1, 2, 3, or 4) will be reviewed and updated annually. The IDOE will report **individual growth measure** results and ranges for the four performance levels to school corporations in the late spring/early summer of each year. **It is important to note that a “1” on this measure is not equivalent to a “negative impact on student learning” as defined in state regulations.**

Creating Educator Evaluation Accountability Links

1. **Creating educator evaluation accountability links**—School corporations are required to report the final rosters linking individual students directly to a specific teacher or teachers through a new IDOE data collection. The department will provide more detailed information about this new collection in the coming months. How a school corporation links individual students with a specific teacher or teachers is a local decision.
 - a. Corporations will have an opportunity to verify rosters for teachers teaching ELA and Math, grades 4-8, in the weeks preceding ISTEP+.
 - b. The IDOE will not determine which students are linked to which teachers. Accountability linkages may be changed at the local level based on teaching assignments, the design of the local evaluation system, attendance, etc. For example, a school may decide to link students to two co-teachers who both provide content to certain students. There are no established criteria that require certain students to be linked to specific teachers. For example, a school corporation may decide to require a student be in attendance for at least 162 school days to be linked to a teacher for accountability purposes.

NON-TESTED SUBJECTS

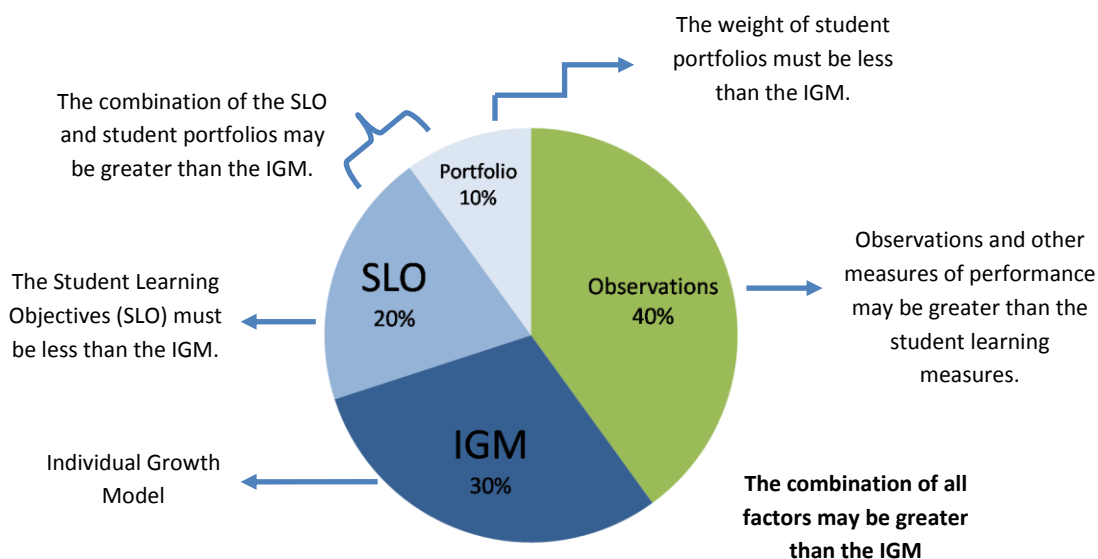
By developing a system that accounts for students’ starting points in non-tested subjects, school corporations will be able to more accurately measure each teacher’s impact on student achievement and growth in all subjects and grade-levels. For guidance on how to develop a system that differentiates teacher effectiveness among the four performance categories, see the [RISE Student Learning Objectives Handbook](#). For information on one possible method for combining this measure with other measures of teacher effectiveness, see the [RISE Teacher Handbook](#) or NON-TESTED SUBJECTS: EXAMPLES AND RESOURCES below.

ADDITIONAL GUIDELINES

The guidelines below are provided to help school corporations balance the requirement to include the **individual growth measure** with the local control and flexibility designated to Indiana school corporations.

Weighting the Primary Measure of Student Learning

1. **Weighting the individual growth measure** –School corporations must include the **individual growth measure** as the primary measure of student learning for all teachers that provide instruction in applicable subject areas.
 - a. School corporations that opt to design their own evaluation systems are required to determine the weight of the **individual growth measure** provided by the Indiana Growth Model.
 - b. The weight assigned to the **individual growth measure** must be greater than any other individual measure of student learning; however, performance measures other than student learning may be weighted more than the **individual growth measure**.
 - c. The combined weight of other performance measures can be greater than the **individual growth measure**.
2. **Including and weighting other measures of student learning** –When using multiple measures of student learning, the primary measure must carry the most weight in relation to the other student learning measures.
 - a. Additional measures may include student learning objectives, portfolios of student work and performance, student projects, etc. For example, a school corporation could decide to include student portfolios weighted at 10% of the overall evaluation, student learning objectives weighted at 20% of the overall evaluation, the **individual growth measure** weighted at 30% of the overall evaluation, and observation results as 40% of the overall evaluation.



For more information on the Educator Evaluation links, see [OBJECTIVE MEASURES OF STUDENT ACHIEVEMENT AND GROWTH](#) guidance.

TESTED SUBJECTS: EXAMPLES AND RESOURCES

The following examples demonstrate different approaches for incorporating the **individual growth measure** into a performance evaluation system. These approaches are not required. Notice each example takes a different approach to weighting the measure and balancing it with multiple measures of objective student learning and teacher performance.

RISE

RISE incorporates four components to determine the overall summative ratings for teachers with **individual growth measure** data. The weights for each component, including the **individual growth measure** are shown in the tables below. Included in the charts are examples of scores and calculations for a Group 1 and a Group 2 teacher, as defined by RISE.

Group 1 Teacher (Teacher has individual growth model data for at least half of classes taught)			
Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	2.6	x50%	=1.3
Individual growth measure	3	x35%	=1.05
Student Learning Objectives	4	x10%	=0.4
School-wide Learning Measure	2	x5%	= 0.1
Sum of the Weight Scores			2.85

Group 2 Teacher (Teacher has individual growth model data for fewer than half of classes taught, but with at least one class with growth model data)			
Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	2.6	x60%	=1.56
Individual growth measure	3	x20%	=0.6
Student Learning Objectives	4	x15%	=0.6
School-wide Learning Measure	2	x5%	=0.1
Sum of the Weight Scores			2.86

Ineffective	Improvement Necessary	Effective	Highly Effective	
1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

TAP

In the TAP System, the summative rating of teachers in tested subject areas is determined by three measures:

- Skills, Knowledge and Responsibilities Score (includes teacher effectiveness rubric and responsibilities survey)
- **Individual growth measure**
- A-F Accountability Framework Grade

Like RISE, each component's raw score is weighted differently to calculate the final summative rating. The table below displays the weights of each component. Once each component's weighted score has been calculated, the scores are added together to determine the final summative rating.

TAP Metrics for Teachers in Tested Subjects			
Component	Raw Score	Weight	Weighted Score
Skills, Knowledge and Responsibilities Score	2.6	x 50%	=1.3
Individual growth measure	3	x 30%	=0.9
School-wide Learning Measure	2	x 20%	=0.4
Sum of the Weight Scores			2.6

Other

Because state law does not specify a percentage for the **individual growth measure**, school corporations not using RISE or TAP must decide what "primary" will mean in their evaluation. For more guidance on weighting measures of student learning, please see the [OBJECTIVE MEASURES OF STUDENT ACHIEVEMENT AND GROWTH](#) guidance.

NON -TESTED SUBJECTS: EXAMPLES AND RESOURCES

The following examples demonstrate different approaches for incorporating measures of student performance in non-tested subjects into a performance evaluation system. These approaches are not required. Notice each example takes a different approach to weighting the measure and balancing it with multiple measures of objective student learning and teacher performance.

RISE

RISE incorporates three components to determine the overall summative ratings for teachers without **individual growth measure** data. The weights for each component are shown in the tables below.

Group 3 Teacher(Teacher without any growth model data)			
Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	3	x75%	=2.25
Student Learning Objectives	3	X20%	=0.45
School-wide Learning Measure	3	x5%	= 0.15
Sum of the Weight Scores			2.85

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 Points	1.75 Points	2.5 Points	3.5 Points
			4.0 Points

Note: Borderline points always round up.

TAP

In the TAP System, the summative rating of teachers in tested subject areas is determined by two measures:

- Skills, Knowledge and Responsibilities Score (includes teacher effectiveness rubric and responsibilities survey)
- A-F Accountability Framework Grade

Like RISE, each component's raw score is weighted differently to calculate the final summative rating. The table below displays the weights of each component. Once each component's weighted score has been calculated, the scores are added together to determine the final summative rating.

TAP Metrics for Teachers in Non-Tested Subjects			
Component	Raw Score	Weight	Weighted Score
Skills, Knowledge and Responsibilities Score	2.6	x 50%	=1.3
School-wide Learning Measure	2	x 50%	=1
Sum of the Weight Scores			2.3

ADDITIONAL RESOURCES

The IDOE has published guidance on several elements of performance evaluation systems that are relevant to the information covered in this document:

1. [Indiana Code 20-28-11.5](#)
2. [Indiana State Board of Education Staff Performance Evaluation Regulations](#)
3. [Evaluation Resource Directory](#)
4. [Evaluation Plans](#)
5. [Rigorous Measures](#)
6. [Student Teaching](#)
7. [Assessment](#)
8. [Assessment Matrices](#)
9. [Objective Measures](#)
10. [Measures of Student Learning](#)
11. [Special Education Measures of Student Learning](#)
12. [Making HR Decisions](#)
13. [Negative Impact](#)